

**World Languages
Spanish II
Unit 2: In the Market Place**

Essential Understandings	<ul style="list-style-type: none"> ▪ Communication is the central purpose of language; it reveals characteristics and peculiarities of distinct cultures. Comparing cultures through language can be a powerful tool in developing cultural awareness.
Essential Questions	<ul style="list-style-type: none"> ▪ How do I ask how much something costs? ▪ How do I bargain for an item? ▪ How do I talk about giving gifts? ▪ How do I disagree politely? ▪ What are the bargaining customs in the Spanish speaking world?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Some verbs have a stem change o>ue. ▪ Indirect object pronouns are used to complement verbs. ▪ Indirect object pronouns are placed before the verb. ▪ Specific pragmatics is required when making purchases and giving gifts.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ regatear (to bargain), stem changing verbs: costar (to cost), poder (to be able to), almorzar (to have lunch), pensar (to think), articles to buy (i.e., electronics, leather articles other gifts, etc.)
Essential Skills	<ul style="list-style-type: none"> ▪ Negotiate prices in Spanish. ▪ Use proper terminology related to buying and bargaining. ▪ Apply correct stem changes to stem-changing verbs. ▪ Correctly use and place indirect object pronouns within sentence structure.
Related Maine Learning Results	<p><u>World Languages</u> A. Communication A1. Interpersonal Students express their own thoughts and opinions about familiar topics and elicit the thoughts and opinions of others by using strings of sentences and/or short paragraphs. Students of modern languages use pronunciation and intonation which would be comprehensible to a native speaker accustomed to interacting with language learners.</p> <ol style="list-style-type: none"> a. Interact in a variety of social situations including formal and informal personal exchanges and/or phone inquiries. b. Provide and exchange detailed information on familiar topics, orally and in writing. c. Describe and explain states of being, orally and in writing. d. Express agreement and disagreement, orally and in writing, supporting opinions with simple reasoning.

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Related Maine Learning Results	<p>A2. Interpretive Students comprehend conversations, narratives, and recorded material in familiar contexts that are longer and/or more complex than those in the 6-8 span.</p> <p>a. Identify main ideas, topics and specific information in a variety of authentic written materials.</p> <p>A3. Presentational Students express their own thoughts to describe and narrate in oral and written presentations using strings of sentences and/or short paragraphs and with sufficient accuracy in form and pronunciation that could be understood by native speakers accustomed to interacting with language learners.</p> <p>c. Paraphrase and/or summarize texts orally and in writing using a presentational format.</p> <p>B. Culture</p> <p>B1. Practice and Perspectives Students identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken</p> <p>a. Identify and explain the reason behind significant practices of a culture(s) in which the target language is spoken.</p> <p>b. Describe stereotypes associated with perspectives of a culture(s) in which the target language is spoken.</p> <p>B2. Products and Perspectives Students explain how political structures, historical artifacts, literature, and/or visual and performing arts reflect the perspectives of a culture(s) in which the target language is spoken.</p> <p>B3. Comparison with Own Culture Students explain how products, practices, and perspectives of a culture(s) in which the target language is spoken contribute to the culture in which the student lives.</p> <p>c. considered appropriate by native speakers and explains what makes it appropriate communication.</p>
Sample Lessons And Activities	<ul style="list-style-type: none"> ▪ Classroom reenactment of shopping and bargaining for items. ▪ Worksheets replacing the indirect object pronoun for the noun ▪ Total Physical Response with vocabulary articles ▪ Peer work providing partner with needed information to his questions ▪ Guided conversations ▪ Language Laboratory activities and drills
Sample Classroom Assessment	<ul style="list-style-type: none"> ▪ Quizzes (oral & written) ▪ Oral peer work ▪ Identify and extract information from dialogue

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Methods	
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Sample Resources	<ul style="list-style-type: none">▪ <u>Publications:</u><ul style="list-style-type: none">○ <u>¡En español!</u>- McDougal Littell textbook▪ <u>Videos:</u><ul style="list-style-type: none">○ <u>¡En español!</u>
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